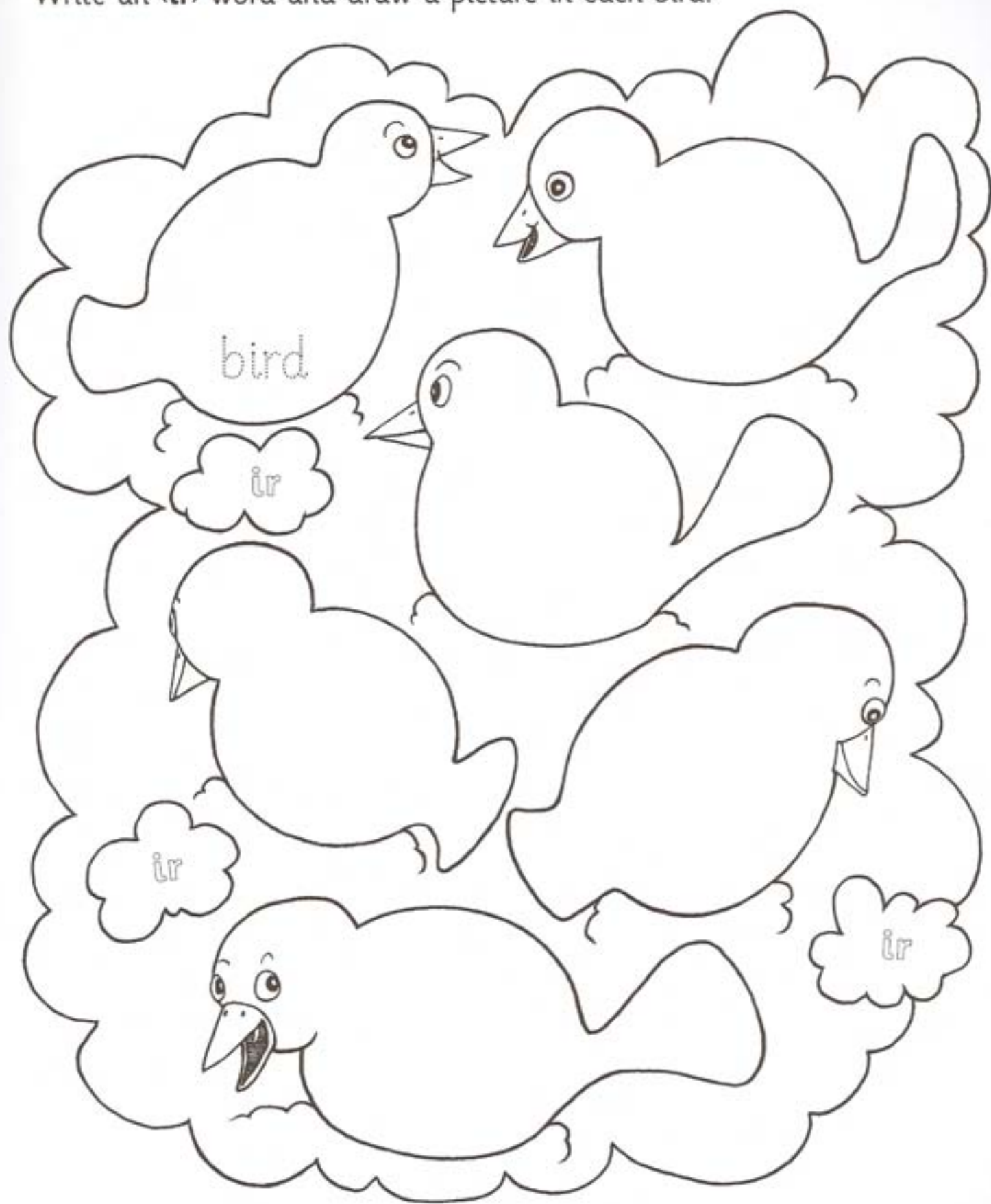


VISIT...

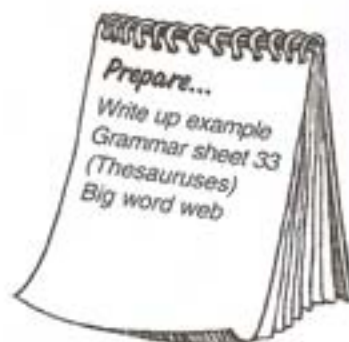
LANZAROTE
Caliente.COM

Write an <ir> word and draw a picture in each bird.



Action: Roll hands over each other like a mixer and say *erererer*.

Grammar 33 – Word Web



Aim: Encourage the children to think about the words they choose to use in their writing.

Introduction: Explain that some words can have the same or similar meanings as each other, e.g. 'happy', 'jolly', 'cheerful' and 'merry'. Ask the children if they can think of any other words which mean 'happy'. Then ask if they can think of similar meanings for other words.

Examples: sad hot dirty small big hurry horrible

The children could also be shown a thesaurus. Explain that it is a special book which tells us about words with similar meanings.

Main Point: Tell the children that they can make their writing more interesting by thinking carefully about the words they use, and by avoiding using the same word over and over again. One word which is often overused is 'said'. Write a sentence on the board, reminding the children about speech marks.

Example: "Where are you going?" said Jim.

Encourage the children to think of the different ways Jim might say this, and the different words they could use.

Examples:

asked	replied	called	shouted	cried
whispered	roared	murmured	explained	yelled
screamed	answered	muttered	wondered	hissed

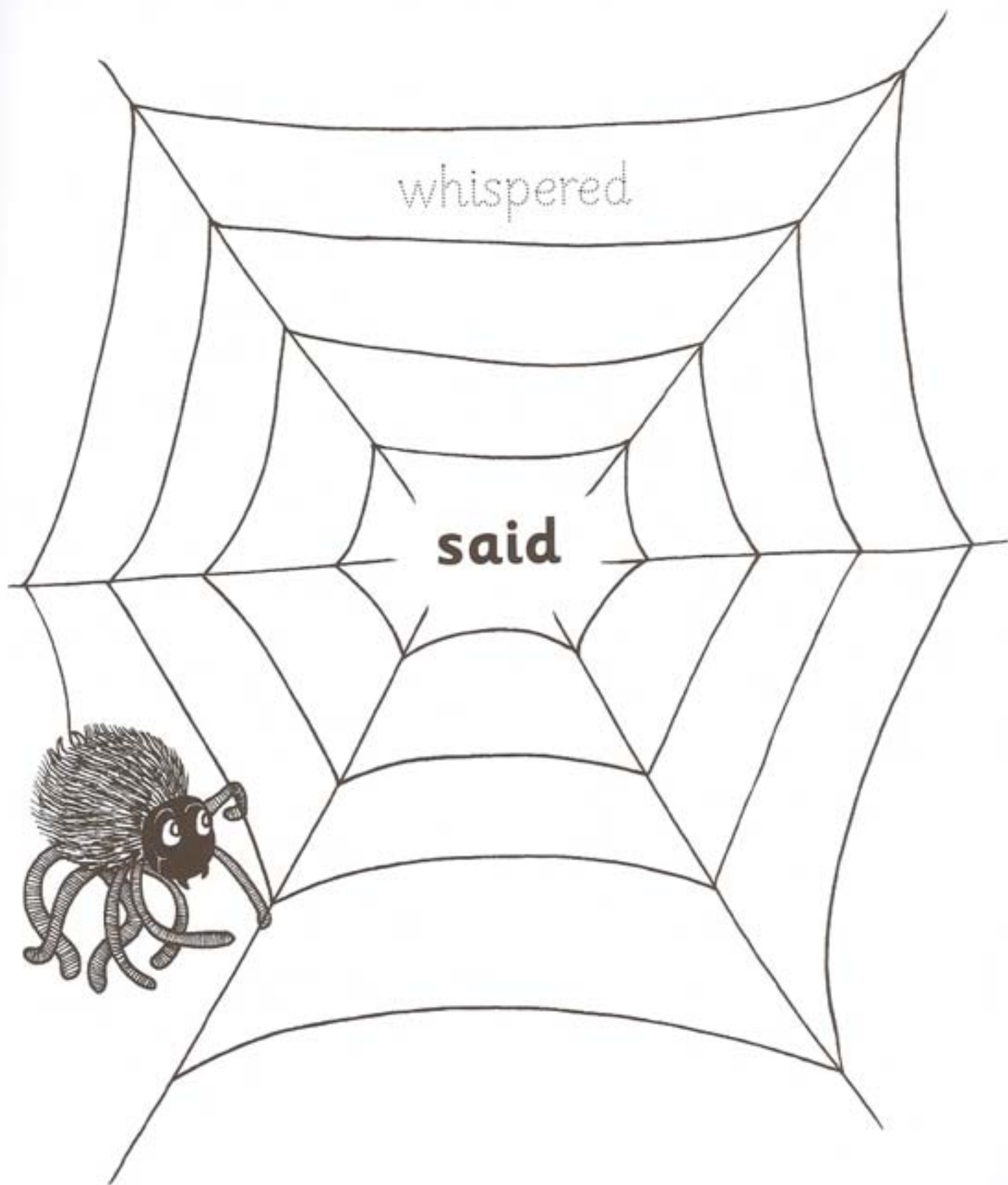
Grammar sheet 33: The children write a word that could be used instead of 'said', in each section of the word web. They could look in books to find more examples.

Extension activity: Let the children look at, and read some thesauruses.

Rounding off: See how many different words the children have thought of, or found. Make a class collection on a big 'word web'.

Word Web

How many words can you think of that you could use instead of 'said'?
Write the words in the spaces of the word web.



Spelling 34 – <ur>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'goes', 'does', 'made', 'their', 'once', 'upon', 'always', 'also', 'of' and 'eight'.

Main point: Remind the children that the main ways of writing the /er/ sound are <er>, <ir> and <ur>. Revise the <ur> spelling of the /er/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big turkey shape. Tell the children that two days of the week take the <ur> spelling: 'Saturday' and 'Thursday'.

Spelling sheet 34: The children write inside the outlined <ur>. Then in each turkey they write a <ur> word, and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'love' and 'cover'. The longer word 'hamburger' is a compound word. It has three syllables and can be remembered as 'ham', 'bur' and 'ger', for spelling. Point out that the /er/ sound in the middle of the word is spelt <ur>, but the /er/ sound at the end is spelt <er>.

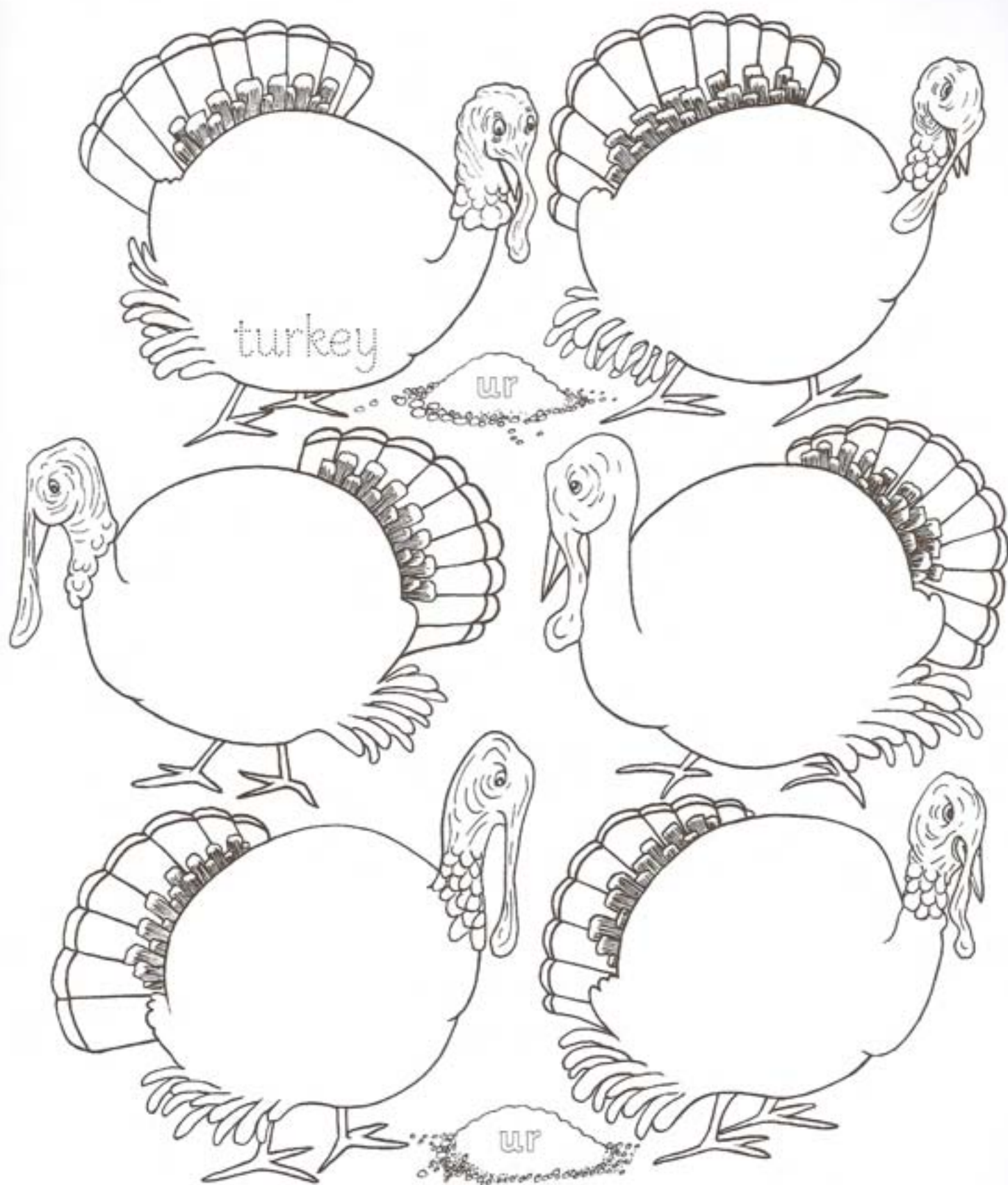
Dictation

- | | |
|---------|------------|
| 1. fur | 4. burst |
| 2. burn | 5. curly |
| 3. hurt | 6. turning |
-
1. The nurse visited on Thursday.
 2. We always have burnt toast.
 3. It is your turn next.

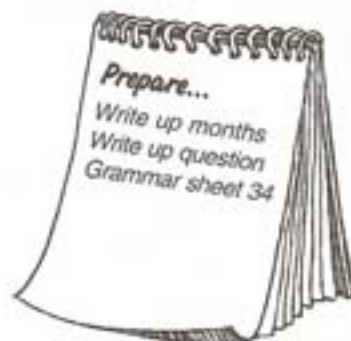
Spelling List 34

1. not
2. sum
3. next
4. turn
5. nurse
6. turkey
7. purple
8. love
9. cover
10. hamburger

Write a <ur> word and draw a picture in each turkey.



Action: Roll hands over each other like a mixer and say *erererer*.



Grammar 34 – Questions

Aim: Develop the children's understanding of questions, and of when to use question marks.

Introduction: Sit the children in a circle. Have the months of the year written out for the children to see. Read them with the children. Go round the circle, with each child in turn saying the next month. Then go round the circle asking each child 'When is your birthday?'

Main Point: Write the question 'When is your birthday?' on the board. Ask the children if they know what the mark at the end of the sentence is. Explain that it is a question mark and that it tells us that the sentence is a question. Demonstrate how to write a question mark. Write the 'wh' question words on the board: 'what', 'why', 'when', 'where', 'who' and 'which'. Read the words with the children. Usually when we ask a question, we expect an answer, as questions can be used to get information. The children learnt when each others' birthdays were by asking the question 'When is your birthday?' Ask them to imagine meeting someone for the first time. What other questions could they ask, to find out more about that person?

Grammar sheet 34: With the children, go through the sheet, reading the question words. The children write inside the outlined question words and the ?, using coloured pencils if they prefer. Remind them to start the question marks at the top. Next they answer the three questions about themselves. Then they think of some questions they could ask someone they had just met for the first time, to find out more about that person.

Extension activity: The children think of as many questions as they can. Then they could take turns asking questions with a partner.

Rounding off: Go round the class, asking the children for their questions.

?

Questions

?

Question words

what
where

why
who

when
which

Go over the question marks, using different colours.

? ? ? ? ? ? ? ? ? ?

Answer these questions.

1. What is your name? _____
2. Where do you live? _____
3. When is your birthday? _____

? ? ? ? ? ? ? ? ? ?

If you met someone for the first time, what other questions could you ask them?

Spelling 35 – <au>



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'made', 'their', 'once', 'upon', 'always', 'also', 'of', 'eight', 'love' and 'cover'.

Main point: Remind the children that the main ways of writing the /or/ sound are <or>, <ab>, <au> and <aw>. Revise the <au> spelling of the /or/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big astronaut shape.

Examples:	haul	haunt	fault	pause
	laundry	astronaut	Autumn	August

Spelling sheet 35: The children write inside the outlined <au>. Then in each astronaut they write an <au> word, and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'after' and 'every'. The longer word 'astronaut' has three syllables and can be remembered 'as', 'tron' and 'aut', for spelling.

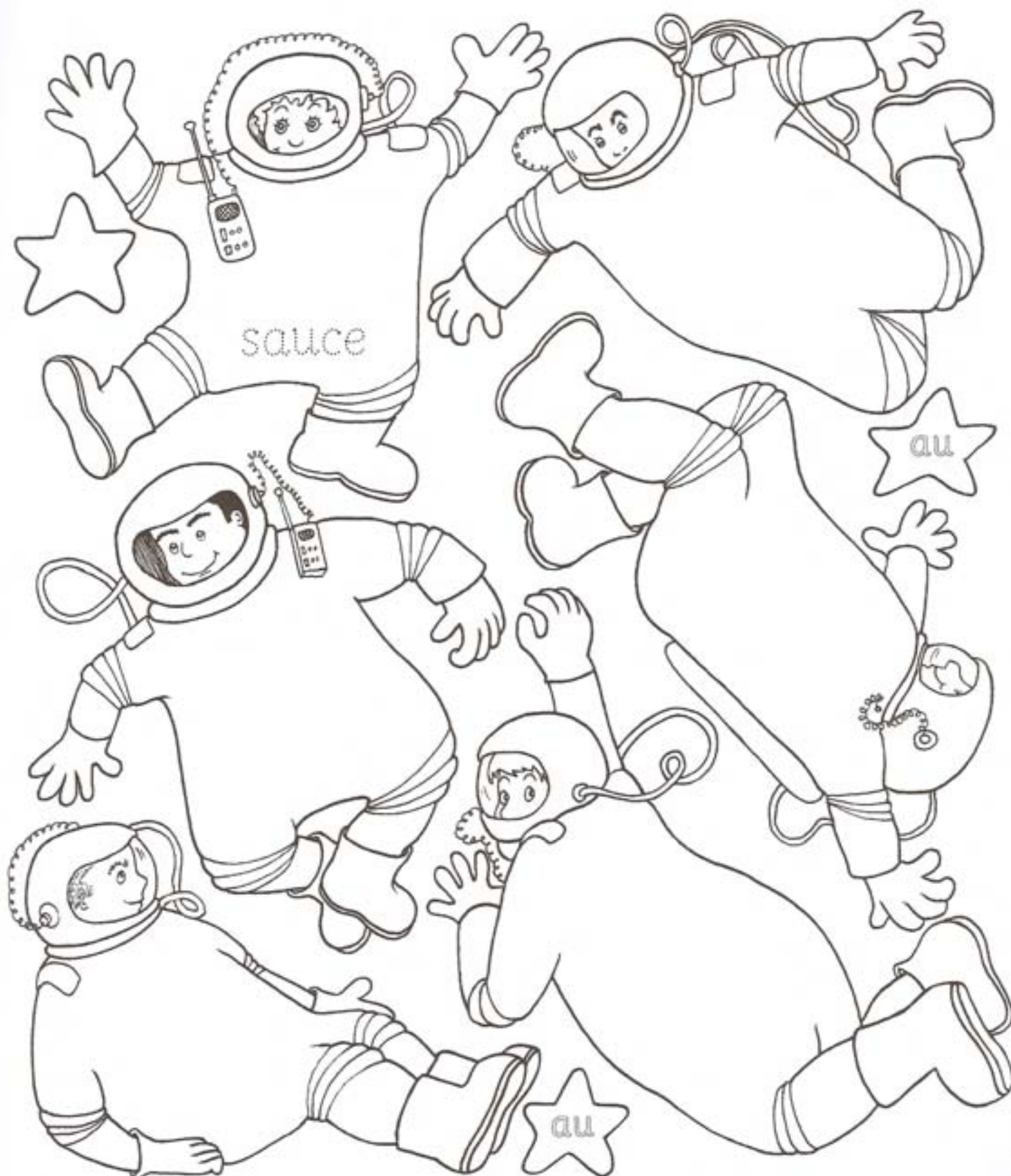
Dictation

- | | |
|----------|-----------|
| 1. haul | 4. August |
| 2. fault | 5. launch |
| 3. haunt | 6. vault |
-
1. They always go there in August.
 2. It was her fault.
 3. Once I saw an astronaut.

Spelling List 35

1. map
2. fix
3. jump
4. fault
5. autumn
6. haunt
7. August
8. after
9. every
10. astronaut

Write an <au> word and draw a picture in each astronaut.



Action: Put hands on head as if donkey's ears pointing down, and say *or*. (This comes from the *ee or* action.)

Grammar 35 – Questions



Aim: Develop the children's understanding and use of questions.

Introduction: Ask the children some questions, e.g. 'What is your favourite colour?' 'Where did you go on holiday?' 'Who is your best friend?' 'When is your birthday?' 'Which drink do you like better – orange or blackcurrant?' Revise the *wh* question words, and write them on the board: 'what', 'why', 'when', 'where', 'who' and 'which'.

Write questions on the board with the question words missing.

Examples: '_____ do you live?' (Answer: 'where')
 '_____ is your party?' (Answer: 'when')
 '_____ likes chocolate?' (Answer: 'who')

Ask which question word would fit in each sentence. With the children, try inserting each of the question words in turn, to see if they make sense.

Main Point: Show the children pictures of animals. Ask one child to choose an animal, but not to say which it is. The others ask questions to find out which animal it is. Remind the children that questions are usually asked to get information. The children will need to think carefully about which questions to ask, to find out as much as possible about the animal. They must not guess which it is, until five questions have been asked. This is a simplified version of the game '20 questions', and the rules can be adapted to suit the class. It can be played in spare moments, and can become more like '20 questions' as the children improve at asking questions.

Grammar sheet 35: Read through the sheet with the children. They choose a *wh* question word that makes sense to complete each of the questions. Then they read the questions and answers underneath to work out which animal has been chosen.

Extension activity: The children play the 'What am I?' game in pairs.

Rounding off: Go over the sheet with the children.

?

Questions

?

? ? ? ? ? ? ? ? ? ?

You ask questions to find things out.

what where when why who which

Choose a question word to fit the sentences.

1. _____ won the quiz?
2. _____ time is it?
3. _____ book do you like best?
4. _____ are you going on holiday?
5. _____ did you do that?
6. _____ can we play tennis?

Read the questions and answers and see if you can guess the animal the girl is pretending to be.

- | | |
|-------------------------------|-------------------------|
| 1. Do you have fur? | Yes |
| 2. How many legs do you have? | Four |
| 3. What do you eat? | Carrots, oats and grass |
| 4. Do you have long ears? | Yes |

Which animal is it?



Find a partner and play the game yourself.

Spelling 36 – <aw>



Revision: Revise some basic sounds and the other spellings. Revise tricky words 'once', 'upon', 'always', 'also', 'of', 'eight', 'love', 'cover', 'after' and 'every'.

Main point: Remind the children that the main ways of writing the /or/ sound are <or>, <ab>, <au> and <aw>. Revise the <aw> spelling of the /or/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big saw shape.

Examples:	saw	law	paw	jaw	raw
	claw	flaw	straw	draw	hawk
	dawn	prawn	yawn	crawl	awful

Spelling sheet 36: The children write inside the outlined <aw>. Then in each saw they write an <aw> word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'mother' and 'father'. The longer word 'strawberry' is a compound word. It has three syllables and can be remembered as 'straw', 'ber' and 'ry', for spelling.

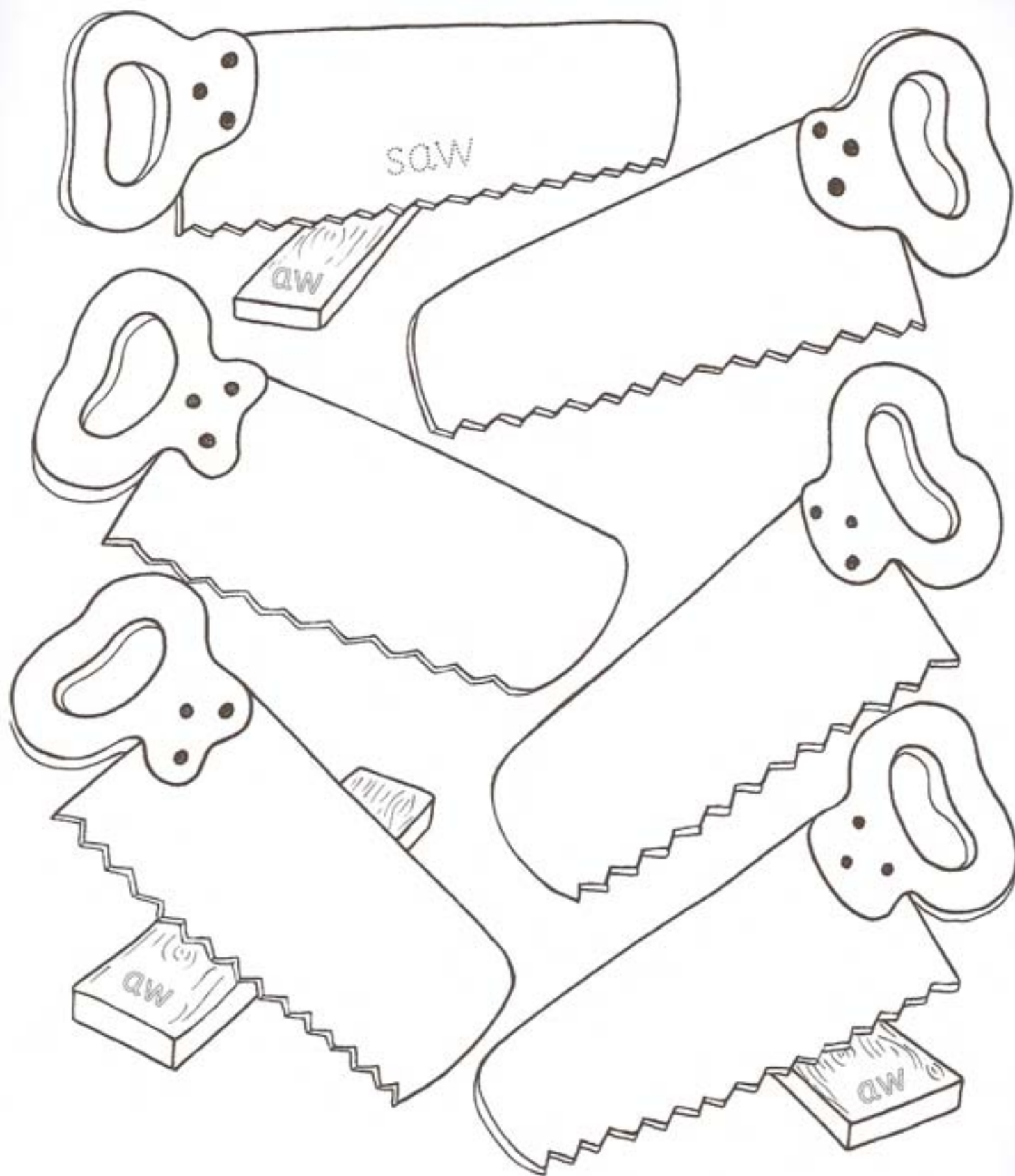
Dictation

- | | |
|---------|----------|
| 1. raw | 4. yawn |
| 2. claw | 5. shawl |
| 3. thaw | 6. straw |
-
1. I have drawn a picture.
 2. The cows lay down on some straw.
 3. Would you like some prawns?

Spelling List 36

1. zip
2. men
3. pond
4. saw
5. claw
6. dawn
7. prawn
8. mother
9. father
10. strawberry

Write an <aw> word and draw a picture in each saw.



Action: Put hands on head as if donkey's ears pointing down, and say *or*. (This comes from the *ee or* action.)

Grammar 36 – Revision



Aim: Revise the parts of speech learnt so far.

Introduction: Revise proper nouns, common nouns and pronouns. Revise adjectives. Call out some nouns and ask the children to think of adjectives to describe them. Revise verbs. Conjugate a verb. Call out some verbs and ask the children to think of adverbs to describe them.

Main Point: This is a revision session, allowing the children to apply some of what have learnt to a piece of writing. Look at the last page in the *Jolly Grammar Big Book 1*. Alternatively you could choose a page from a big book you have. Read it with the children, identifying the parts of speech they have learnt. A large sheet of acetate could be placed over the page and used to underline the words in the appropriate colours.

Grammar sheet 36: With the children, read the story on the sheet. First the children write inside the word **nouns** in black, and underline all the nouns they can find. They then repeat for the verbs, underlining in red. It does not matter if the children do not find all the nouns and verbs, so long as they see some of them and show that they are beginning to understand how words work in sentences.

Extension activity: The children repeat the exercise, looking for the pronouns, adjectives and adverbs.

Rounding off: Go over the sheet with the children. (See answers below.)

Key: Noun^N Verb^V Pronoun^P Adjective^A Adverb^W

'Inky^N works^V hard^W in the garden^N. She^P digs^V the brown^A earth^N. The birds^N watch^V her interestedly^W. They^P wait^V impatiently^W for the worms^N.

In the Spring^N she^P plants^V the seeds^N in the ground^N. She^P grows^V orange^A carrots^N, crispy^A lettuces^N and tall^A, green^A beans^N. In Summer^N, she^P carefully^W harvests^V the delicious^A vegetables^N and eats^V them.

She^P also grows^V tall^A, yellow^A sunflowers^N. She^P likes^V the beautiful^A sunflowers^N. The birds^N also^W like^V the sunflowers^N. They^P hungrily^W eat^V the striped^A black^A and white^A seeds^N.'

Nouns Black

Verbs Red

Underline the nouns in black and the verbs in red.



Inky works hard in the garden. She digs the brown earth. The birds watch her interestedly. They wait impatiently for the worms.

In the Spring she plants the seeds in the ground. She grows orange carrots, crispy lettuces and tall, green beans. In Summer, she carefully harvests the delicious vegetables and eats them.

She also grows tall, yellow sunflowers. She likes the beautiful sunflowers. The birds also like the sunflowers. They hungrily eat the striped black and white seeds.

Pronouns Pink

Adjectives Blue

Adverbs Orange

Now see if you can underline the pronouns in pink, the adjectives in blue and the adverbs in orange.

Photocopy Section 2

Master Sheets

Dictation Master (page 171)

This master may be photocopied onto the backs of the Spelling Sheets. It provides lines, for the children to write the dictation words and sentences.

Writing Master (page 172)

This master may be photocopied on to the backs of the Grammar Sheets when required. It provides extra lines, which the children may need for their writing.

Parts of Speech Master (page 173)

This master may be photocopied and enlarged to make a poster for display in the classroom. The names of the parts of speech are provided in outline, to be filled in with the appropriate colours.

Name: _____

Dictation

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Sentences

1. _____

2. _____

3. _____

Name: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Parts of Speech

Nouns  Black

Pronouns  Pink

Verbs  Red

Adjectives  Blue

Adverbs  Orange

Photocopy Section 3

Flash Card Sheets

There are two sets of sheets which may be photocopied, cut up and stuck onto card to make flash cards.

Digraphs and Alternative Vowel Spellings (pages 175-80)

At this stage the children should already know the sounds made by the single alphabet letters. They will, however, take longer to master the digraphs (two letters which make a single sound), and will need to learn the alternative ways of spelling vowel sounds. Go through the flash cards as often as possible.

Consonant Blends (pages 181-85)

It is difficult for the children to hear the individual sounds in consonant blends (clusters of two or more consonants). It is useful for the children to know these blends well.

The children read unfamiliar words with greater ease once they can blend consonants together fluently, instead of sounding out each one on its own, e.g. 'fl-a-g', not 'f-l-a-g'. Hold up the flash card for the children to say the blend.

For writing, the children need to be aware of the individual sounds in a blend. They often write a word such as 'flag' as 'fag' because they do not hear the second sound in the blend. This problem can be overcome with regular practice. Call out blends, for the children to say the individual sounds, holding up a finger for each one as they say it, e.g. for 'ff' they say '/f/, /f/' showing two fingers, and for 'scr' they say '/s/, /c/, /r/,' showing three fingers.

It is helpful for the children to think of examples of words with the blends in too.



sh

ch

th

ng

qu

ar

ff

ll

ss

zz

ck

wh

a_e

i_e

o_e

u_e

ay

ea

igh

y

ow

ew

ou

oi

oy

or

al

er

ir

ur

nk

au

aw

cl

bl

fl

gl

pl

sl

br

cr

dr

fr

gr

pr

tr

sc

sm

sn

sw

tw

sk

sp

nt

st

lb

ld

lf

lk

lm

lp

lt

ct

ft

pt

xt

mp

nd

spl

spr

str

scr

squ

Photocopy Section 4

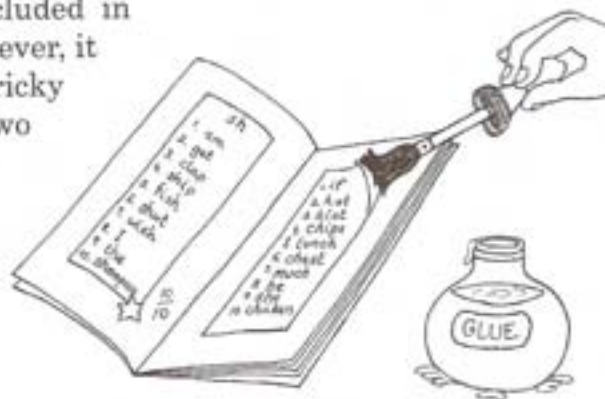
Spelling and Tricky Word Sheets

Spelling List Sheets (pages 187-93)

Each week the children have a list of ten spelling words to take home and learn. The six Spelling List Sheets (pages 188-193) provide all the spelling lists ready to be photocopied, cut up and stuck into the children's spelling homework books. To encourage parents to help their child, a parents' advice sheet (page 187) has been provided. This can be copied, cut and stuck at the front of the spelling homework books. When the spelling tests have been marked, the results can be written into each book, to indicate to the parents how well their child has done.

Two tricky words are included in the weekly spelling list. However, it is useful to go over the tricky words separately as well. Two types of sheet are provided for extra practice.

Tricky Words Spelling List Sheet (page 194)



The Tricky Word Spelling Lists group together the twelve tricky words from each six weeks. They may be photocopied, cut up and given out, as an extra spelling homework, either in the holidays, or if there are any weeks to spare.

'Look, Copy, Cover, Write and Check' (pages 195-200)

The 'Look, Copy, Cover, Write, Check' method is an effective way for the children to learn to spell tricky words. There is one sheet for each set of twelve tricky words. These can either be used in school, or given to the children to take home.

Parents' Advice Sheet

Dear Parent or Guardian,

Each week your child will be given ten spellings. Please help him/her to learn them.

Most of the spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them.

The eighth and ninth words are irregular or tricky, and have to be learnt by heart. Once your child knows the names for all the letters in the alphabet, he/she can learn these harder words by saying the names of the letters in them, e.g. for the word 'the', your child should say 'tee aitch ee' several times each day until the word is known.

Dear Parent or Guardian,

Each week your child will be given ten spellings. Please help him/her to learn them.

Most of the spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them.

The eighth and ninth words are irregular or tricky, and have to be learnt by heart. Once your child knows the names for all the letters in the alphabet, he/she can learn these harder words by saying the names of the letters in them, e.g. for the word 'the', your child should say 'tee aitch ee' several times each day until the word is known.

Dear Parent or Guardian,

Each week your child will be given ten spellings. Please help him/her to learn them.

Most of the spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them.

The eighth and ninth words are irregular or tricky, and have to be learnt by heart. Once your child knows the names for all the letters in the alphabet, he/she can learn these harder words by saying the names of the letters in them, e.g. for the word 'the', your child should say 'tee aitch ee' several times each day until the word is known.

Dear Parent or Guardian,

Each week your child will be given ten spellings. Please help him/her to learn them.

Most of the spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them.

The eighth and ninth words are irregular or tricky, and have to be learnt by heart. Once your child knows the names for all the letters in the alphabet, he/she can learn these harder words by saying the names of the letters in them, e.g. for the word 'the', your child should say 'tee aitch ee' several times each day until the word is known.

Dear Parent or Guardian,

Each week your child will be given ten spellings. Please help him/her to learn them.

Most of the spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them.

The eighth and ninth words are irregular or tricky, and have to be learnt by heart. Once your child knows the names for all the letters in the alphabet, he/she can learn these harder words by saying the names of the letters in them, e.g. for the word 'the', your child should say 'tee aitch ee' several times each day until the word is known.

Dear Parent or Guardian,

Each week your child will be given ten spellings. Please help him/her to learn them.

Most of the spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them.

The eighth and ninth words are irregular or tricky, and have to be learnt by heart. Once your child knows the names for all the letters in the alphabet, he/she can learn these harder words by saying the names of the letters in them, e.g. for the word 'the', your child should say 'tee aitch ee' several times each day until the word is known.

Spelling Lists 1-6

1.

sh

1. am
2. get
3. clap
4. shop
5. fish
6. shut
7. wish
8. I
9. the
10. shampoo

2.

ch

1. if
2. hot
3. blot
4. chips
5. lunch
6. chest
7. much
8. he
9. she
10. chicken

3.

th

1. us
2. sad
3. flag
4. this
5. with
6. that
7. thank
8. me
9. we
10. thinking

4.

ng

1. in
2. leg
3. glad
4. ring
5. sang
6. strong
7. lung
8. be
9. was
10. length

5.

qu

1. on
2. but
3. plum
4. quick
5. quiz
6. queen
7. squid
8. to
9. do
10. squirrel

6.

ar

1. at
2. yes
3. slug
4. arm
5. hard
6. scarf
7. card
8. are
9. all
10. farmyard

Spelling Lists 7-12

7.

Days

1. dog
2. bran
3. Monday
4. Tuesday
5. Wednesday
6. Thursday
7. Friday
8. you
9. your
10. Saturday

8.

ff

1. up
2. man
3. crab
4. off
5. cliff
6. stiff
7. cuff
8. come
9. some
10. stuffing

9.

ll

1. red
2. win
3. drum
4. will
5. bell
6. doll
7. skull
8. said
9. here
10. windmill

10.

ss / zz

1. ox
2. run
3. from
4. buzz
5. cross
6. less
7. miss
8. there
9. they
10. crossroad

11.

ck

1. hop
2. fit
3. grin
4. duck
5. neck
6. clock
7. lick
8. go
9. no
10. broomstick

12.

y at end

1. bed
2. wet
3. prod
4. holly
5. party
6. story
7. happy
8. so
9. my
10. family

Spelling Lists 13-18

13.

Colours

1. sad
2. let
3. trip
4. blue
5. orange
6. grey
7. black
8. one
9. by
10. colour

14.

a_e

1. ran
2. hat
3. scarf
4. came
5. grape
6. name
7. cake
8. only
9. old
10. pavement

15.

i_e

1. six
2. hat
3. smell
4. bike
5. time
6. smile
7. prize
8. like
9. have
10. bridesmaid

16.

o_e

1. cod
2. lot
3. snap
4. bone
5. nose
6. home
7. globe
8. live
9. give
10. tadpole

17.

u_e

1. bus
2. pot
3. swim
4. cube
5. tune
6. used
7. excuse
8. little
9. down
10. useless

18.

wh

1. did
2. cut
3. twin
4. whale
5. wheel
6. white
7. whisper
8. what
9. when
10. whenever

Spelling Lists 19-24

19.

ay

1. an
2. cat
3. skin
4. say
5. away
6. play
7. today
8. why
9. where
10. playground

20.

ea

1. met
2. web
3. spin
4. tea
5. heat
6. leaf
7. each
8. who
9. which
10. seaside

21.

igh

1. lip
2. his
3. went
4. night
5. high
6. might
7. light
8. any
9. many
10. frightening

22.

y

1. win
2. sit
3. stop
4. fry
5. dry
6. crying
7. sky
8. more
9. before
10. myself

23.

ow

1. box
2. job
3. bulb
4. own
5. grow
6. elbow
7. yellow
8. other
9. were
10. snowman

24.

ew

1. bud
2. sun
3. held
4. few
5. flew
6. grew
7. chew
8. because
9. want
10. newspaper

Spelling Lists 25-30

25.

ou

1. bat
2. pet
3. self
4. out
5. our
6. round
7. mouth
8. saw
9. put
10. outside

26.

ow

1. big
2. fox
3. milk
4. how
5. owl
6. brown
7. town
8. could
9. should
10. flowerpot

27.

oi

1. bug
2. had
3. film
4. oil
5. coin
6. noisy
7. toilet
8. would
9. right
10. boiling

28.

oy

1. jet
2. dig
3. help
4. boy
5. toy
6. enjoy
7. annoy
8. two
9. four
10. destroy

29.

or

1. got
2. bun
3. belt
4. fork
5. storm
6. horse
7. forty
8. goes
9. does
10. morning

30.

al

1. bad
2. vet
3. fact
4. all
5. talk
6. walk
7. small
8. made
9. their
10. beanstalk

Spelling Lists 31-36

31.

nk

1. fin
2. sob
3. left
4. sink
5. pink
6. drink
7. think
8. once
9. upon
10. thinking

32.

er

1. mud
2. jam
3. sent
4. term
5. summer
6. river
7. number
8. always
9. also
10. woodpecker

33.

ir

1. yet
2. hid
3. wept
4. skirt
5. girl
6. shirt
7. first
8. of
9. eight
10. birthday

34.

ur

1. not
2. sum
3. next
4. turn
5. nurse
6. turkey
7. purple
8. love
9. cover
10. hamburger

35.

au

1. map
2. fix
3. jump
4. fault
5. autumn
6. haunt
7. August
8. after
9. every
10. astronaut

36.

aw

1. zip
2. men
3. pond
4. saw
5. claw
6. dawn
7. prawn
8. mother
9. father
10. strawberry

Tricky Word Spelling Lists

1. I
2. the
3. he
4. she
5. me
6. we
7. be
8. was
9. to
10. do
11. are
12. all

13. you
14. your
15. come
16. some
17. said
18. here
19. there
20. they
21. go
22. no
23. so
24. my

25. one
26. by
27. only
28. old
29. like
30. have
31. live
32. give
33. little
34. down
35. what
36. when

37. why
38. where
39. who
40. which
41. any
42. many
43. more
44. before
45. other
46. were
47. because
48. want

49. saw
50. put
51. could
52. should
53. would
54. right
55. two
56. four
57. goes
58. does
59. made
60. their

61. once
62. upon
63. always
64. also
65. of
66. eight
67. love
68. cover
69. after
70. every
71. mother
72. father

Look

Say the letter names.

I
the
he
she
me
we
be
was
to
do
are
all

Copy

Try writing the word.

Cover**Write****Check**

Is it right?



Have another go!

Look

Say the letter names.

Copy

Try writing the word.

Cover**Write****Check**

Is it right?



Have another go!

you
your
come
some
said
here
there
they
go
no
so
my

Look

Say the letter names.

Copy

Try writing the word.

Cover**Write****Check**

Is it right?



Have another go!

one

by

only

old

like

have

live

give

little

down

what

when

Look

Say the letter names.

Copy

Try writing the word.

Cover**Write****Check**

Is it right?



Have another go!

why

where

who

which

any

many

more

before

other

were

because

want

Look

Say the letter names.

Copy

Try writing the word.

Cover**Write****Check**

Is it right?



Have another go!

saw

put

could

should

would

right

two

four

goes

does

made

their

Look

Say the letter names.

Copy

Try writing the word.

Cover**Write****Check**

Is it right?



Have another go!

once
upon
always
also
of
eight
love
cover
after
every
mother
father

Photocopy Section 5

Alphabet Sheets

The children need to become thoroughly familiar with the order of the alphabet, as so many reference materials are organised in alphabetical order. There are two types of sheet provided for extra practice.

Alphabet Letter Sets (pages 202-3)

These sheets may be photocopied and cut up to make sets of capital and lower-case alphabet letters. The sets can be used in a number of ways:

- a. Give each child a letter, asking them to say its name and/or sound.
- b. Give a child a complete set of capital or lower-case letters to arrange in alphabetical order (see Grammar 1, pages 28-9, and Grammar 4, pages 40-41).
- c. Give a child a complete set of capital or lower-case letters to arrange into the four dictionary groups (see Grammar 7, pages 52-3 and the *Jolly Dictionary*). These are the groups into which the letters would fall if a dictionary was divided into four approximately-equal parts:
 1. Aa Bb Cc Dd Ee (E falls a quarter of the way through)
 2. Ff Gg Hh Ii Jj Kk Ll Mm (M falls halfway through)
 3. Nn Oo Pp Qq Rr Ss (S is three quarters of the way through)
 4. Tt Uu Vv Ww Xx Yy Zz.
- d. Sit the children in a circle and give each of them a letter. Call out a regular word. Those children, whose letters are in the word, use them to spell the word in the middle of the circle. This is also a good way of practising the tricky words.

Alphabet Writing Card (page 204)

This sheet may be photocopied, stuck onto card and laminated. A piece of tracing paper may be clipped to the card, for a child to practise writing out the alphabet (See Grammar 4, pages 40-41).

Alphabet Letter Set – Lower-case

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

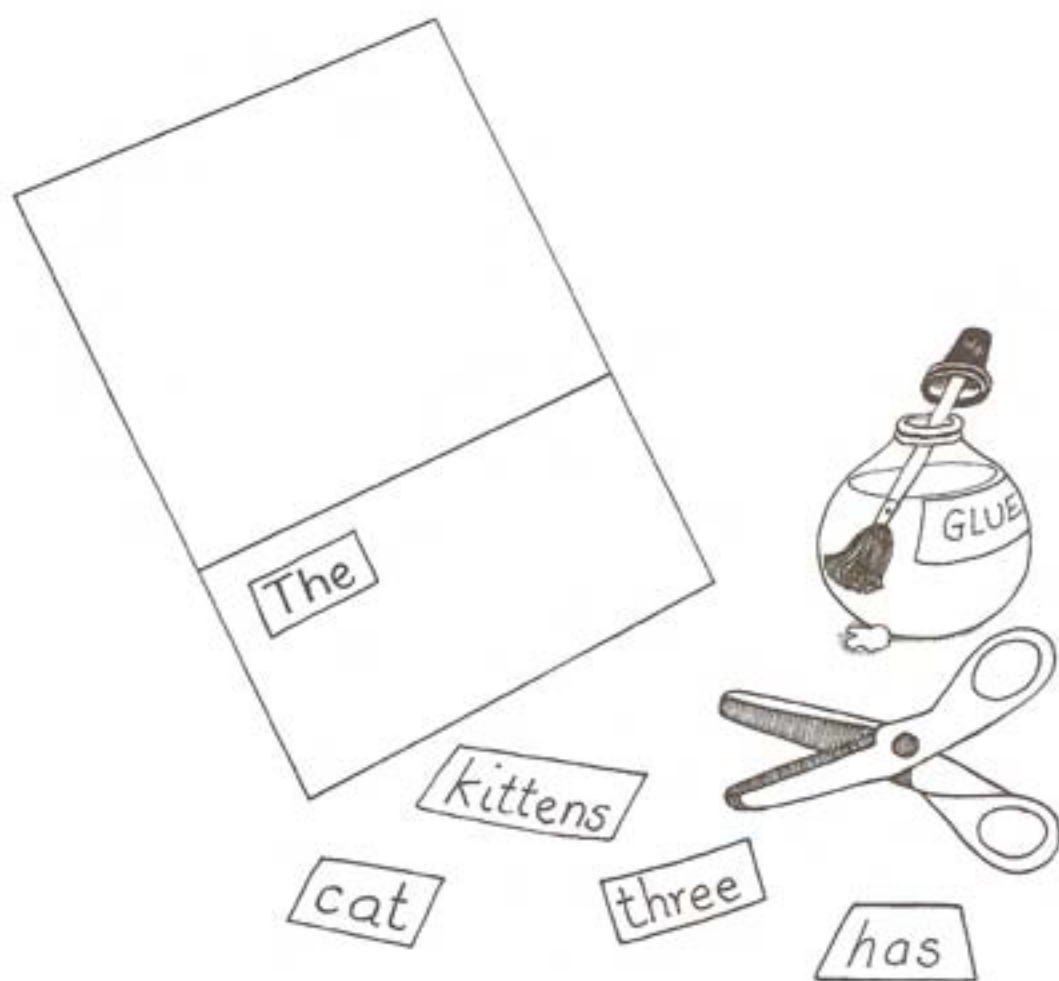
Vv Ww Xx Yy Zz

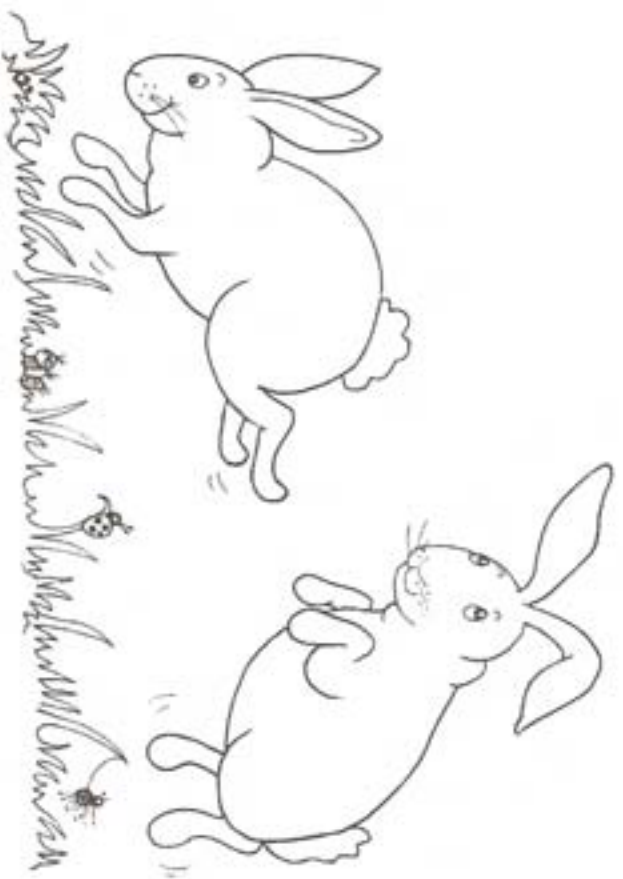


Photocopy Section 6

'Sentence Sticking' Sheets

The 'Sentence Sticking' Sheets can be used with Grammar sheet 2 (page 33), so that the children do not all have the same sentence to unscramble. Alternatively the sheets can be used as an extension activity. Each pair of sentence sticking exercises is harder than the one before.





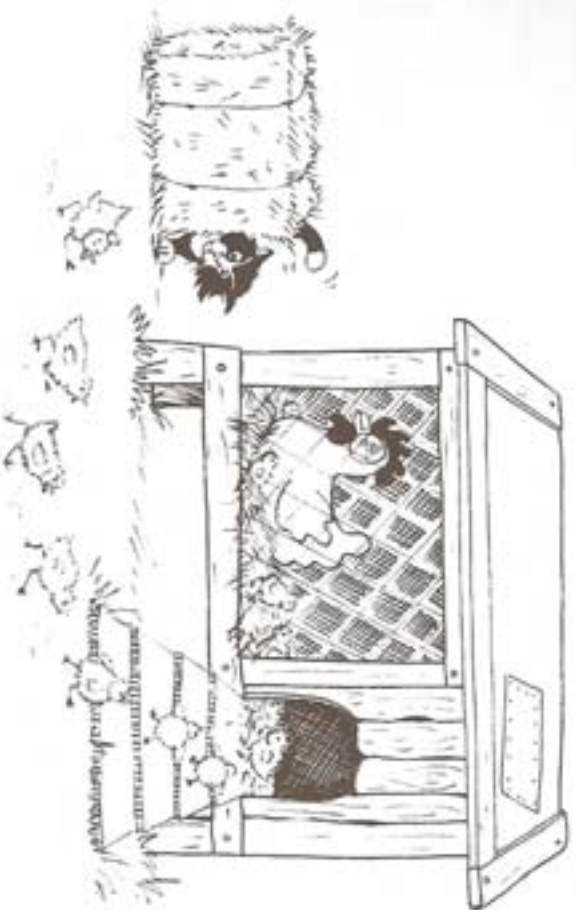
are hopping.

The rabbits



cat three kittens.

has The



run

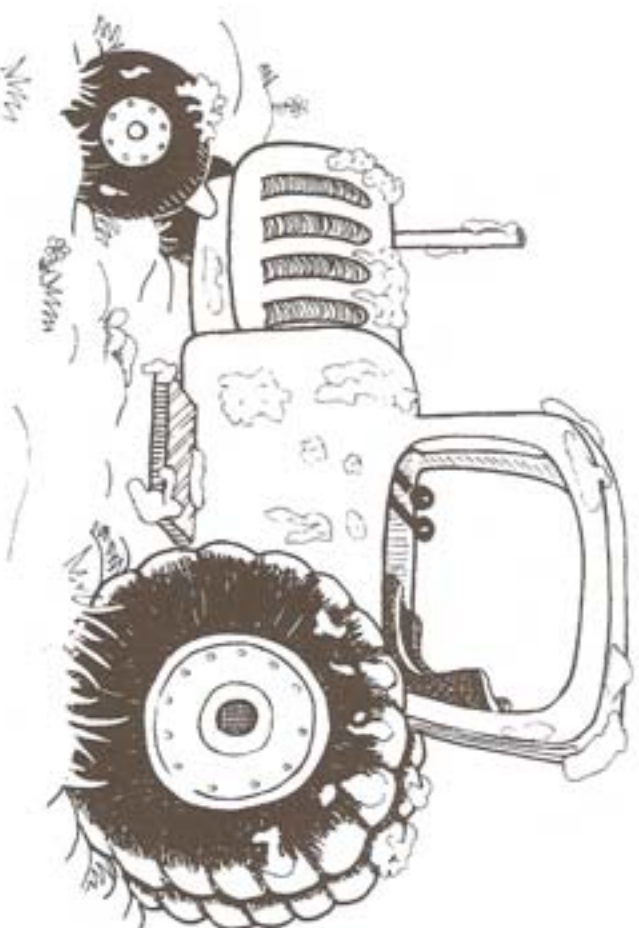
to

the

nest.

The

chicks



red

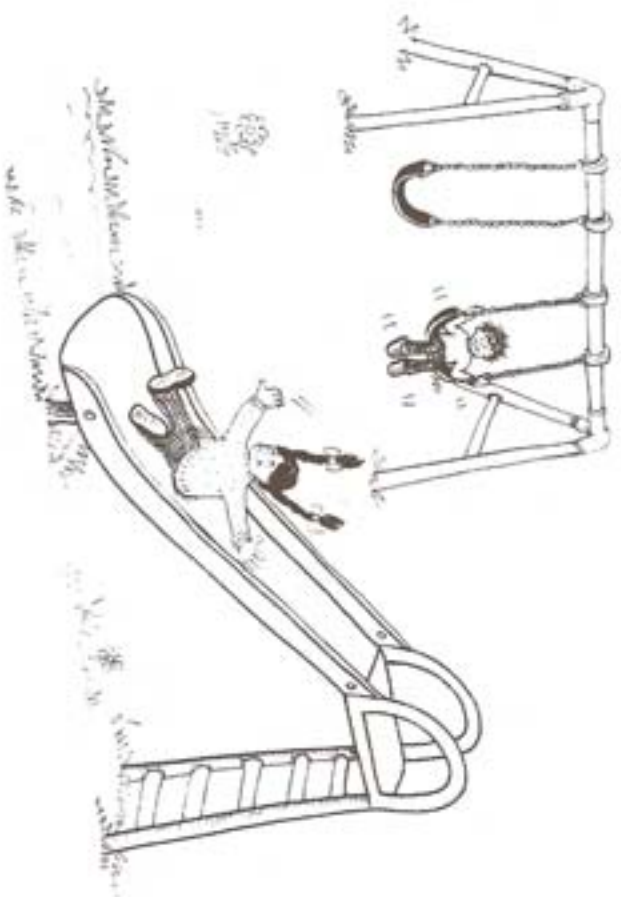
is

The

very

dirty.

tractor



swings

slide

are

There

in

a

the

and

park.



she

buzzed

from

as

pollen

Bee

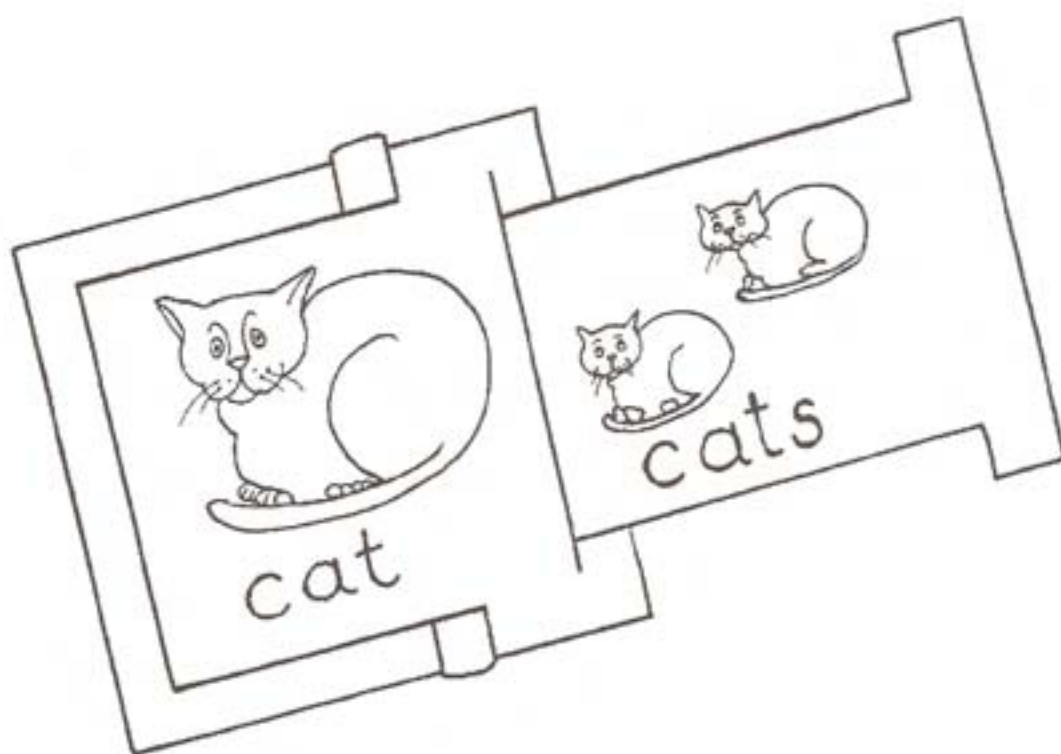
the

collected flowers.

Photocopy Section 7

'Pull-Out Plurals' Sheet

This sheet can be used as a fun extension activity. The children choose a noun and draw a picture for it in the top frame. Then they draw two or more pictures of the same thing in the second frame. They cut out both pieces, cut the slits as indicated, and fit the two pieces together. They have to cut very carefully to make 'pull-out plural' work. This exercise offers the children a multisensory way to understand the concept of plurals (see Grammar 9, pages 60-61).



Pull-Out Plurals

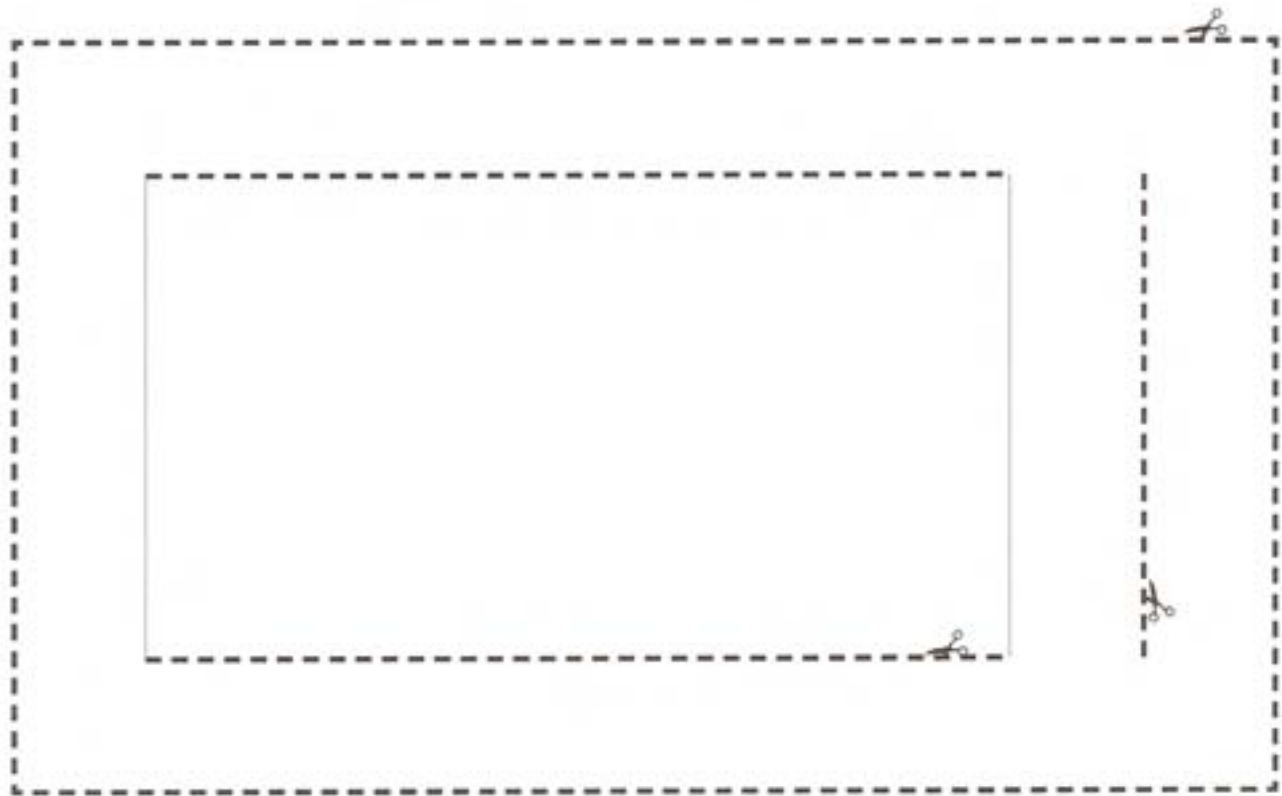
Draw something in the top frame.

Draw more than one of the same thing in the lower frame.

Cut out the 2 pieces. Cut the slits in the rectangle.

Put in your pull-out plural.

Singular



Plural



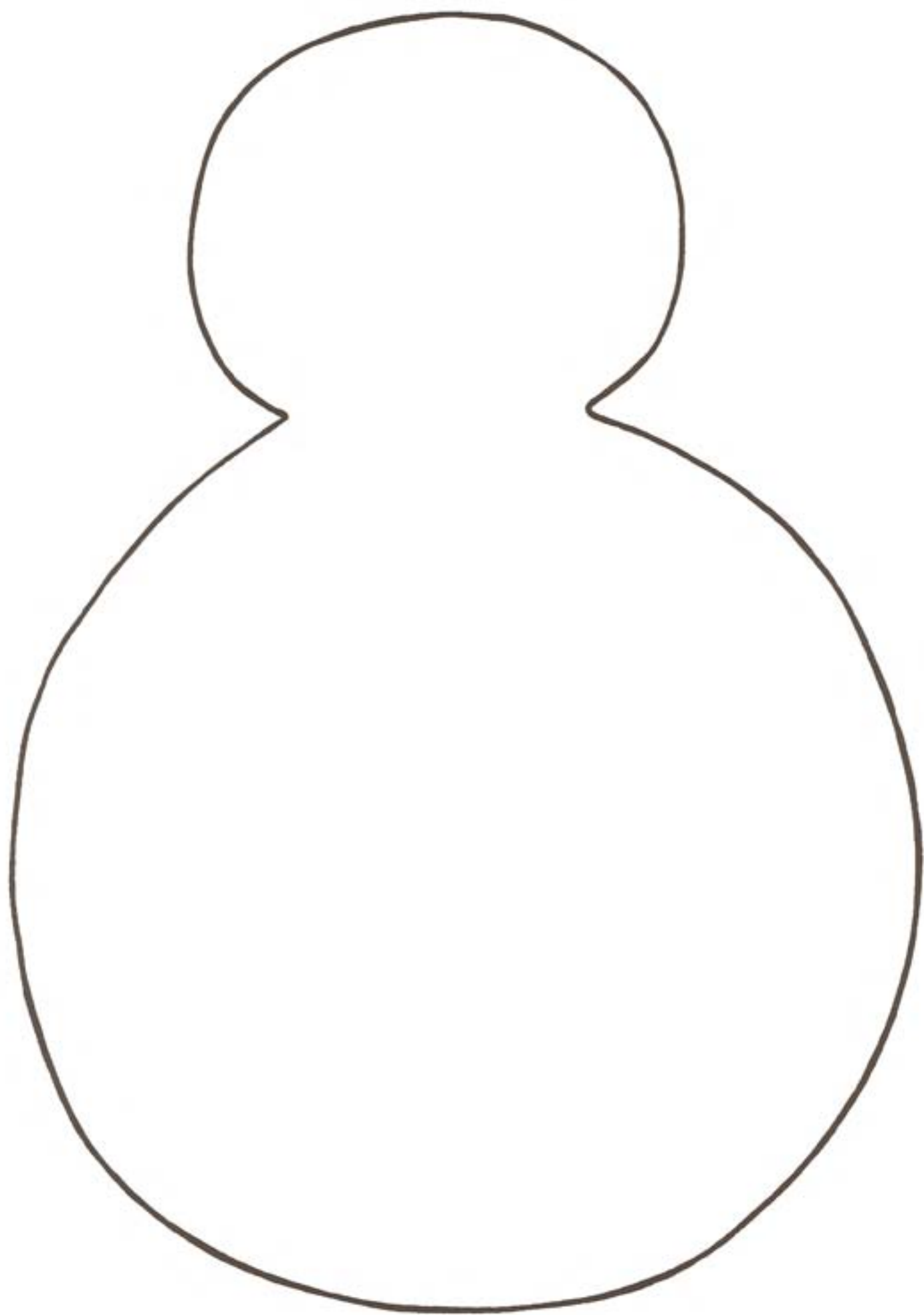
Photocopy Section 8

'Verb Bees' Sheet

The children can use this big bee shape to make their own 'busy verb bees'.

The outlined bee shape may be photocopied, or used to make a card template. The children each choose a verb, and then add wings, legs, etc. to show their bee performing it. They can look at the bees on Grammar sheet 14 (page 81), and the bees on the Verbs page in the *Jolly Grammar Big Book 1*, for ideas. The big bees can then be used to make a verb display.



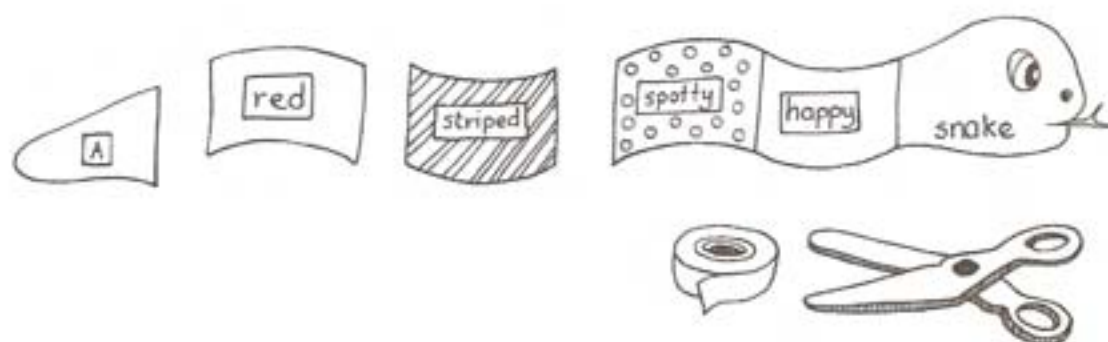


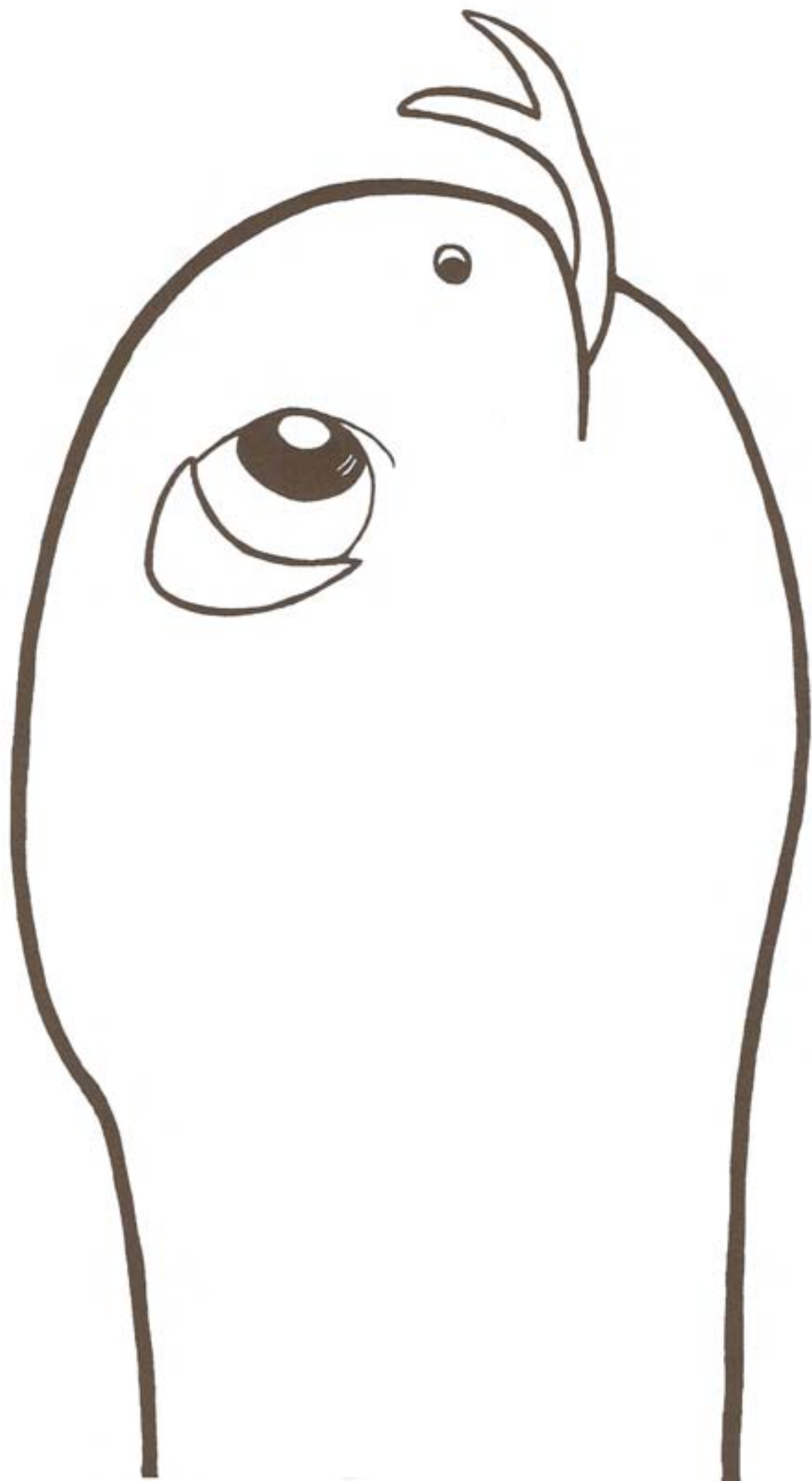
Photocopy Section 9

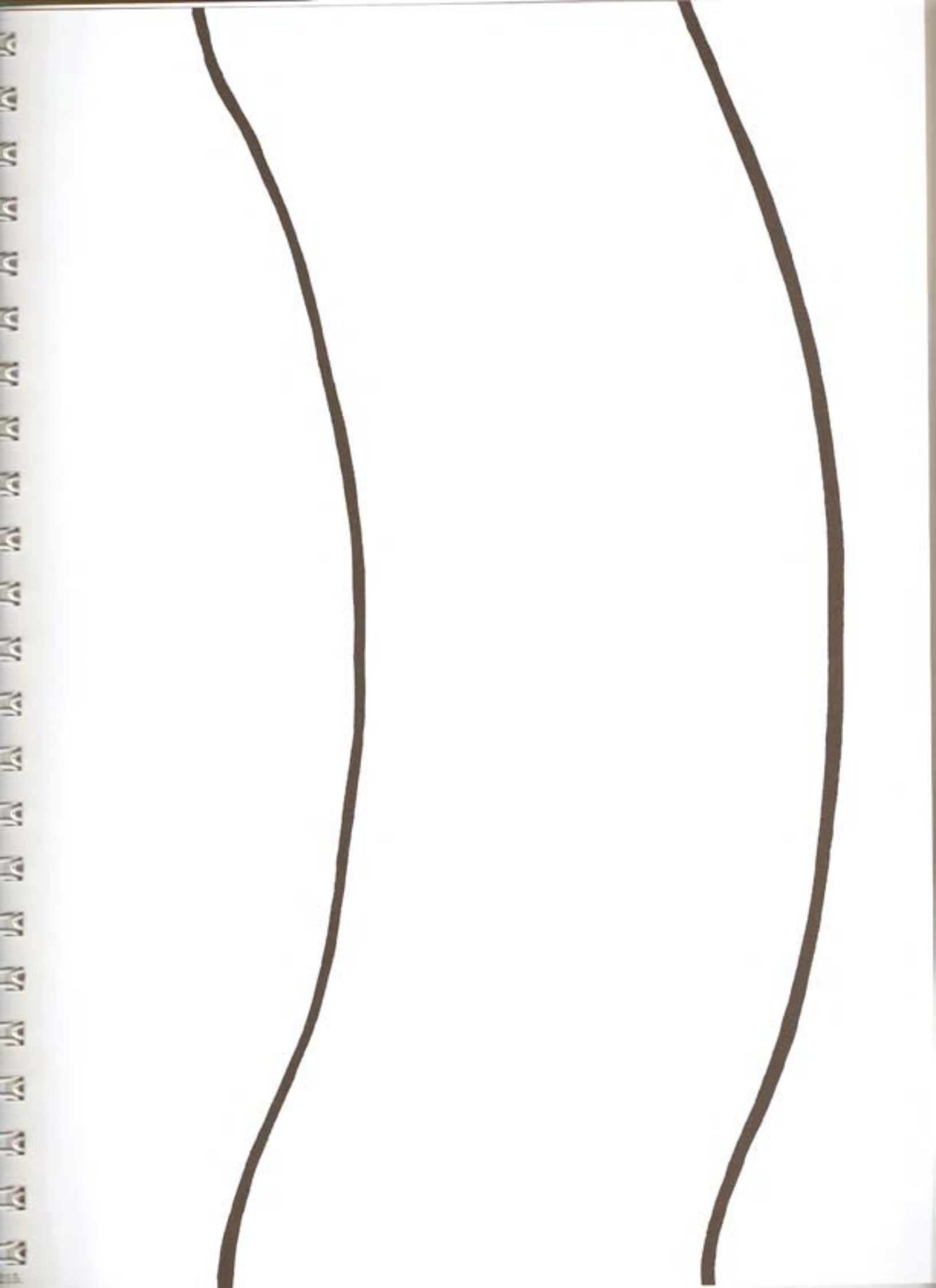
'Adjective Snake' Sheets

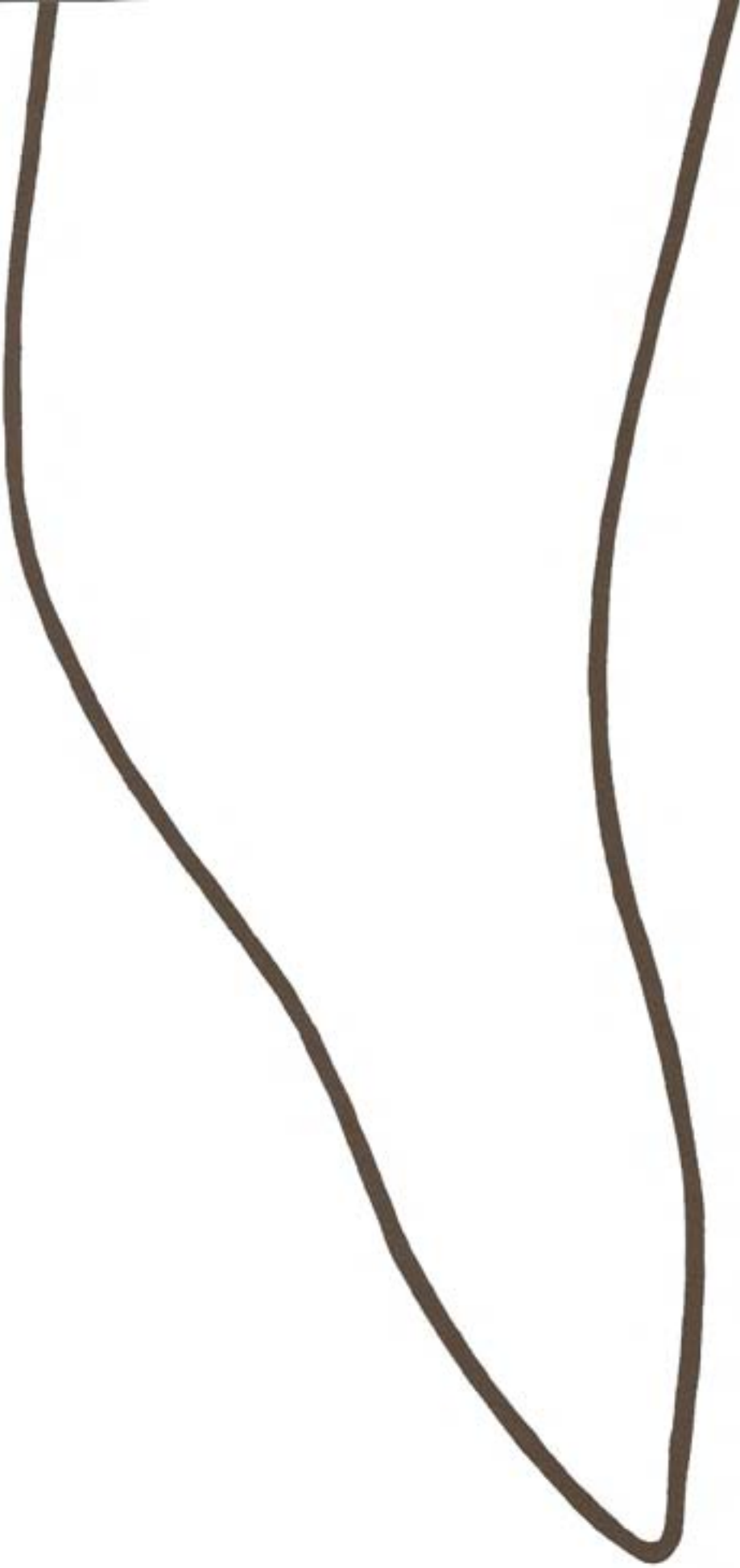
The outlined snake sections may be photocopied for the children to make 'adjective snakes,' either in groups or individually. Any number of middle (body) sections can be used between the snake's head and tail.

The children colour each body section of the snake in a different way, and write or stick on an adjective (e.g. 'red', 'sad', 'scaly', 'spotty') to describe it. (See the snakes on Grammar sheet 21, page 109, and the Adjectives page in the *Jolly Grammar Big Book 1*, for ideas.) The sections may be stuck together to make an 'adjective snake' for display.





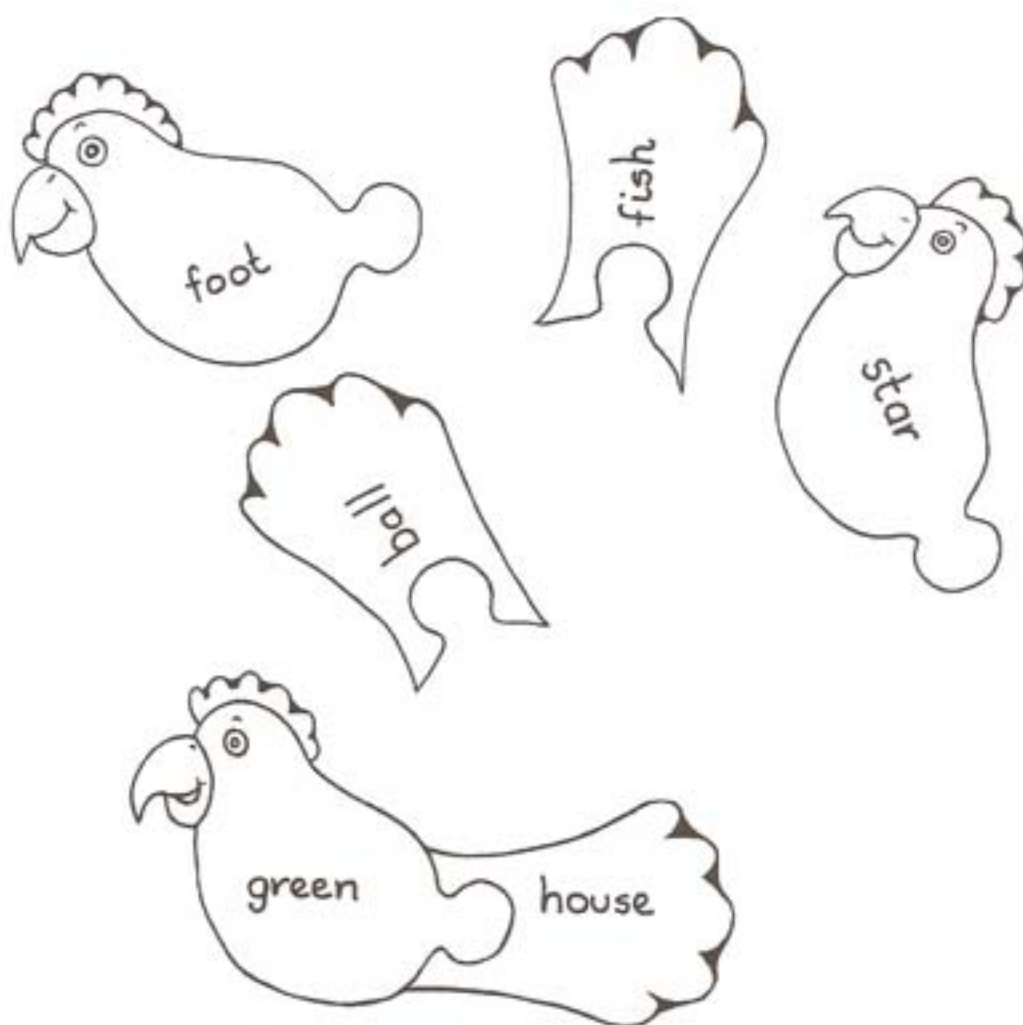




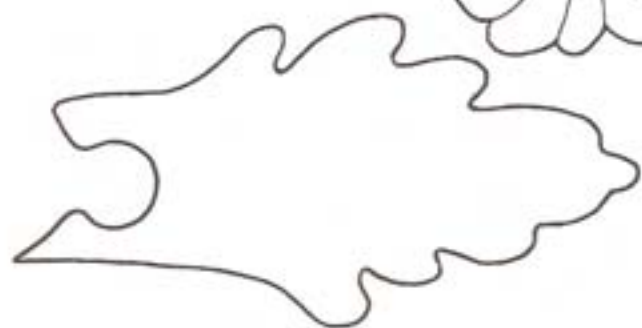
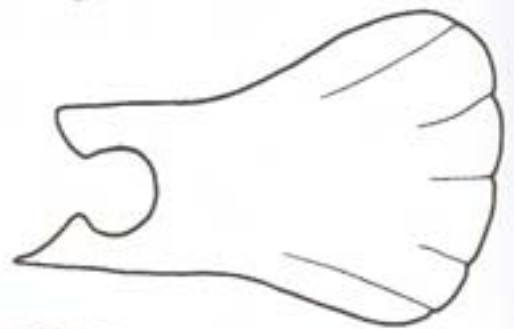
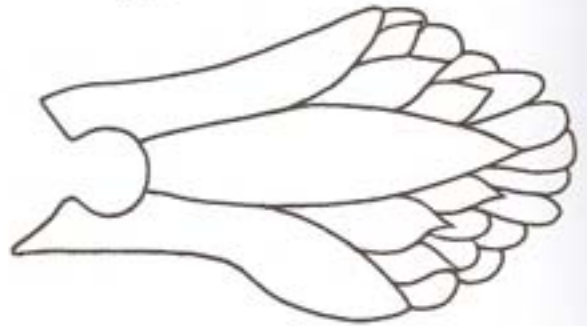
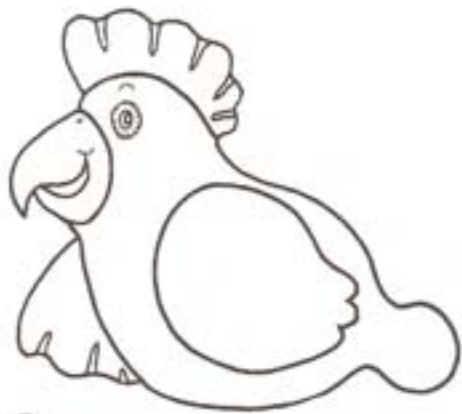
Photocopy Section 10

'Compound Birds' Sheet

The 'compound birds' sheet may be photocopied and cut up to make sets of compound word puzzles. Use the photocopier to enlarge them if preferred. Then write the first part of a compound word on the head, and the second part on the tail, of each bird. (See Grammar sheet 24 on page 121, and the Compound Words page of the *Jolly Grammar Big Book 1*, for ideas.) Muddle up the pieces and see if the children can match the birds with their tails, by reading the words.



Compound Birds



The Grammar Handbook 1 is a comprehensive resource for teaching grammar and spelling

The Grammar Handbook 1 is designed to follow *The Phonics Handbook*. It provides extensive photocopiable material and a wealth of practical advice for teaching children in their second school year.

The Grammar Handbook 1:

- introduces the rudiments of grammar,
- teaches spelling systematically,
- improves vocabulary and comprehension,
- reinforces the teaching in *The Phonics Handbook*, and
- extends the children's phonic knowledge.

The teaching is multisensory, active, and progresses at a challenging pace. It is especially suitable for young children. Each part of speech, for example, is taught with its own action and colour. The actions enliven the teaching, and make the learning easier. The colours, which are useful for identifying parts of speech in sentences, match those used by Montessori Schools. Like *The Phonics Handbook*, *The Grammar Handbooks 1 and 2* provide all the essential teaching ideas. They can either be used alone, or with the valuable support of the *Jolly Grammar Big Books 1 and 2*.

The pages in the book have been made slightly wider than A4, so that copies can be made without showing the binding.

This second edition now introduces the use of the letter <y> for the sound <ee> at the end of words, as in 'happy' and 'story'.



Outstanding results are achieved with *Jolly Phonics* around the world. *Jolly Grammar* enables the teaching to build on this good foundation.



Jolly Learning Ltd

ISBN 978-1-870946-85-8



9 781870 946858

Reference: JL855